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ABSTRACT

The major objective of a project conducted by the Bedford County Public Schools in Virginia was to refine and further implement the model Career Education K-12 curriculum. Curriculum committees in five areas (art, language arts, mathematics, physical education, and social studies) were selected and given released time to receive in-service help and to write career education infused curriculum guides. Additional mini-courses were prepared for pupil and counselor/teacher use. Several of these courses were adapted, along with other materials, into a Career Education Handbook which was distributed to all instructional personnel. Teachers and guidance personnel received in-service to help them implement their part of the career education model. Key teachers from each elementary school and from secondary departments were selected to receive in-service on various topics. These teachers in turn shared the material with their colleagues. Guidance personnel received help on placement and career counseling and how to operate a career resource center. All activities were designed to assist students with self awareness and career awareness. Activities for secondary students were designed to aid in career preparation and decisionmaking skills. The project staff and guidance personnel developed and implemented a Plan for Job Placement, consisting of two components, career counseling and job placement. All activities were shared with special education students and gifted and talented students. Many activities were devoted to making school personnel aware of sex role stereotyping.
(Author/BM)

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Bedford County Public Schools
Bedford, Virginia
Project Performance Report

1. Project No. 554AH60387 2. Grant No. 300 760 336 CAN 200 5605 3. Final Report

4. Project Title: The Incremental Improvement of a Division Wide Career Education Program

5. Period Covered by this Report: July 1, 1976 to June 30, 1977

6. Category of Project: Incremental

7. Project Director: Charles A. Patsell

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9. Major Activities: List in specific terms, major accomplishments under each objective of the project during the report period. Include progress under both learner outcomes and process objectives. Include any changes in objectives since last report.

Major Objectives

A. The primary objective of this project was to refine the design and further implement the model Career Education Curriculum. Several activities were completed to refine the design and further implement a K-12 Career Education Curriculum. Each school of the division developed a plan built on the county model to implement the program at the building level. The plans were tied into other plans required of the schools in their planning such as the Virginia Standards of Quality and Accreditation plans. This was done to unify the efforts and strengthen the program at the school level. This proved to be helpful because each school had its own plan to follow.

Additional mini-courses were prepared to aid implementation. These secondary mini-courses are short units for teachers, pupils, counselors, or parents. Two of these are self-directed units for pupil use; Watch These Schemes and Aids to Studying. Eight mini-courses for use by teachers and counselors were developed. These were:

Resource People and Field Trips
How to Prepare for Career Trips
Utilization of Guest Speakers
Values Clarification
Career Education for Gifted and Talented Students
Introduction to the Fifteen Career Clusters
Using the School Career Resource Center
Ideas for Enhancing the Self Concept of Elementary School Children

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In addition to the new mini-courses several were updated and rewritten. Several of these units after being used and revised were incorporated into the Career Education Handbook developed for teacher use. This handbook which was reproduced for each teacher in the division is a resource for teachers to use to tie their program together and to aid in their understanding of the concepts and implementation of components of the career education program.

Also, curriculum guides were developed in five areas; Language Arts, Social Studies, Mathematics, Physical Education, and Art. Three guides were put in final form and the Mathematics and Art were put in tentative form with their completion scheduled for next year. All guides had the elements of career education woven into the content to aid teachers in reaching the learner out comes of career education.

In addition, career education project personnel worked with individual school faculties to aid in implementing and carrying out the objectives of the program. These activities were as requests by individuals and schools.

B. Self awareness of students will be increased. Information on student self-awareness will be available upon completion of the evaluation material. Observation and discussion with school personnel indicates that this objective was met but results of objective data has not been completed at this time. (See National Testing Service evaluation of this project) Elementary and secondary teachers received in-service on self-concept which they shared with their respective faculties. It is felt that this objective was met. The children appear to be content and display an awareness of themselves and their surrounding. Teachers report that their pupils are content and aware of their surrounding. It is difficult to ascertain the extent of the students self-awareness. Preliminary test results indicate that the children in this school division have a high degree of self awareness.

C. Academic subject matter will be made more relevant to students, and county wide scores on tests evaluating basic skill competencies will improve.

A heavy emphasis was placed on this objective throughout the year through many activities. Each teacher in-service group had an activity devoted to relevancy of subject matter to the pupil. The curriculum development committees also attempted to incorporate into their guides activities, materials, and concepts that would aid all teachers in making their subjects more relevant to the students and help students recognize the relevance of subject matter to occupations.

Students demonstrated an increased proficiency on tests evaluating basic skill competencies. While the career education program could not take full credit for this accomplishment, career education was one improvement which helped in this area.

Using local norms as a comparison this division has shown improvement in achievement test data over the life of the career education program. In 1974-75 fall testing 29% of the Fifth Grade pupils scored above the 50th percentile. The fall 76 testing 38% scored above this percentile. The composite score of the Fifth Grade in 1974 had a grade equivalent of 4-7, this had increased to 5-1 in the fall of 76 and 5-7 in the spring testing.

Fifth grade students over the life of the career education program have moved closer to the national norms on this achievement test.

Secondary students have shown gains on achievement test scores, but not as much as elementary. However, Eighth Graders in 1974-75 had 29% scored above the 50th percentile in the fall testing and 31% in the fall of 76 and 34% in May. The Eighth Grade componite score moved from grade equivalent of 7-1 in the fall to 7-7 in the spring testing.

The 1974 Eleventh Graders had 39% above the 50th percentile with a standard score componite score of 14.2. The spring testing for the Eleventh Grade had 51% above the 50% percentile with a componite standard score of 15.6.

It would appear that over the life of the career education program and this project the scores of the pupils on achievement tests have improved with our scores moving towards the national norms. Secondary pupils have not been involved as long in career education as elementary and this project was the second year for most Eleventh Grade pupils.

D. Favorable student attitudes toward the personal, social, and economic significance of work will be developed.

Many activities were devoted to attaining this objective. Teachers received in-service in helping children develop positive self-concepts and prepared activities which they used with their classes. Many individual classes carried out various types of activities to aid pupils in developing proper attitudes. Results of this objective may be found in the final evaluation report which show that there was an increase in the attitude toward the significance of work.

E. Each student will be assisted with developing and practicing appropriate career decision-making skills. Many activities were accomplished to reach this objective. Secondary pupils received orientation in use of the career resource center. Guidance activities on career-decision making skills were conducted at all secondary schools. Two schools conducted a career exploration day for the Eighth Grade in which pupils were introduced to careers in several areas and to job requirements. The division also particapated along with the surrounding school divisions in the Career Fair at Central Virginia Community College.

Selected classroom teachers received in-service on how to teach career decision making skills. These teachers then shared this information with their departmental colleagues and worked with secondary pupils on these skills. The guidance personnel identified the English and Social Studies departments in each school as the department to work with in implementing the career planning component of the Placement Plan and met with the curriculum development committees of the two subjects to discuss and place responsibility for their role in carrying out the classroom phase of the career development phase. The guidance departments also conducted both student orientation and teacher orientation on the career information materials in the secondary schools. Follow-up on last year's graduating seniors was also accomplished by the guidance department in each secondary school with a good response from the class.

F. Students will demonstrate an increase in career awareness. Several activities were used to accomplish this objective. Resource people from the community spoke to many classes about their careers and the job entry requirements for their type of work. These people also informed students about factors which affected work success and satisfaction. Group guidance sessions were also conducted on the work conditions and other topics to make students more aware of what is expected of workers. The participation in the career fair also contributed to pupils awareness of entry requirements and type of work available in the area as well as other types of work. Resource people also made students aware of the impact of technological change. Social Studies teachers worked with their classes on changes in work and also the impact of social and technological change of work patterns over periods of time.

G. Students will be oriented to a wider variety of occupational areas than available to Bedford County Public School students.

Progress was made on this objective using locally developed career education program materials, and other materials placed in the career resource centers to aid teachers with this objective. The Career Fair mentioned under objective E also helped accomplish this objective.

The local mini-courses were used to orient pupils about the wide variety of occupational areas. Many teachers stressed the importance of work values and the importance of completing tasks. All secondary pupils received orientation to the Career Resource Center at each school to enable them to identify, locate, and utilize sourced of information about career opportunities. As a follow-up exercise classroom teachers gave pupils an opportunity to report on various careers of their interest which aided the students in learning to use the center plus sharing the information they found with their classmates. Teachers made use of the locally developed mini-courses and other materials to teach their pupils the skills required in applying for and accepting employment. Many teachers tested pupils on their knowledge of these skills. In addition to application skills some teachers did simulation exercises on interview skills with their classes to help pupils with learning these skills.

H. Students will be provided with expanded opportunities for work-study and cooperative education experiences.

Pupils at the secondary level were placed in the short-term work experience program. This program was strengthened by providing more preparation and guidance. The work experience coordinator met with Junior and Senior classes to explain the program and get the work experience forms indicating the pupils preference as to the experience individual students desire. The pupils express their interests in particular occupational areas which they would like to follow either immediately upon graduation or after further training or schooling. The Work Experience Coordinator then arranges for them to observe these occupations in on-site visitations. During these visitations (normally six times of half day each over a period of three to four weeks) students are exposed to many of the positive and negative features of a career to aid them in making decisions about their anticipated career.

Students are encouraged to share their experiences with other pupils in formal or informal situations.

A long term work experience plan was developed, but we were unable to make full implementation. While it was felt that this plan was feasible its implementation was delayed until teachers had more time to study the plan for operation. However, the plan was tried with a couple of students and will be implemented in full in the future. The weather threw the school division calendar off and it was felt that in order for this program to function with success it should be postponed until more time could be spent with classroom teachers in gaining understanding and support for the program.

I. Administrators, guidance personnel and teachers will develop flexibility of students' schedules to provide a greater variety of educational experiences that will contribute to students' capability to make decisions in keeping with their educational-vocational objectives.

The school board and administration have approved various programs which demonstrate flexibility of students schedules. Various coop programs and the work experience program demonstrate the willingness to have programs that contribute to students' capability to make decisions. The division has entered into an agreement with the community college to allow seniors to take college courses and use them to satisfy course requirements towards graduation. In addition pupils are excused from school to participate in consortiums, science fairs, vocational fairs and competitions, and other activities which contribute to their education.

J. Students will be prepared for successful placement in a paid occupation, in further education, or in a vocation consistent with their current aspirations.

Guidance personnel were involved in accomplishing this objective and made progress. Guidance personnel, administrators, supervisory staff, and career education staff have devised a career development placement plan to help implement this objective. (See attachment) This placement service is available to all pupils leaving the division, whether graduating or leaving school early. The model contains three components: work with students, work with employers, and follow-up. The student component contains employment counseling and job placement. The model also includes a classroom preparation phase with specific activities in various secondary grades to help students prepare for the job counseling and placement activities.

The guidance phase includes setting up job placement for each student requesting the service and counseling with these students on job seeking and job getting skills plus other career counseling to meet specific needs of individual students.

The placement counselor makes direct contact with employers to locate available jobs and make them aware of the service.

Each placement counselor does follow-up on students after one year to obtain feedback. Feedback is shared with the school staff and advisory committees where appropriate.

The model also requires use of a placement advisory committee to aid each school in its placement activities. Actually, there are two levels of committees, a Placement Advisory Committee for the county is also required in addition to the committee of each secondary school. The overall county committee helps with coordination and makes county recommendations.

K. The school division will provide for the flexible exit and reentry of students into the education program.

The Bedford County Public Schools has an overall aim to provide the maximum development possible of each student both as an individual and as a worthy, contributing member of society.

Each school seeks to develop an atmosphere that will be conducive to the full achievement of each students potential through mastery of basic and essential skills and development of worthwhile purposes and self direction. In order to encourage self direction on the part of pupils, rigid restrictions per se are not emphasized; yet certain rules and regulations are necessary for initiating and maintaining harmonious relations among pupils and to guide them into proper courses of action. Mutual respect among students, teachers, parents, and other members of the school community is essential in achieving these goals.

The administrative policy on reentry of pupils is that any student who voluntarily leaves school is encouraged to return and complete his education. These are generally secondary students and involves a three step process depending on the student.

The first step is to arrange with the principal a schedule of courses and seek readmission. Unless there is unusual circumstances the pupil is readmitted at this step.

In cases where the principal questions readmission, the pupil is encouraged to appeal to the Division Superintendent through the Pupil Personnel Services for readmission. The pupil and his parents then meet with the Superintendent. At this point the Superintendent may readmit him directly or on conditions. Should the Superintendent find reason for refusing admission then the pupil may follow the third step which is to appeal directly to the school board. The school board has final authority on readmission and may either place a student back in school or place him in school on condition that school work is to be maintained to remain in school.

In addition pupils have the option of leaving the school to take college level courses or other training and substituting these courses for regular required courses to satisfy graduation requirements. Should they fail to complete such courses they are allowed to return to school to complete their coursework and receive their diploma.

L. The school division will provide job entry skill training for selected disadvantaged students at the ninth and tenth grade levels.

This objective had to be dropped due to losing a teacher late in the summer. The division was unable to locate a qualified teacher to successfully carry the program. Plans are to resume this program on a similar program in the future.

M. The school division will develop a procedure that will lead to curriculum revision centering around the career education theme.

Curriculum guides were developed in five areas: Art, Language Arts, Mathematics, Physical Education and Social Studies. Three guides, Language Arts, Physical Education, and Social Studies, were completed. The other two are tentative and will be finalized next year. The procedure used by this division is a two year process. The guides are tentatively put together and distributed to the schools for comment and use. Then the committee reassembles to review recommendations and to put the guides in final form.

The tentative guides are developed by a committee representing each elementary grade, secondary subject area teachers, administrators and supervisors. The committee meets on released time to work on the guides. Prior to the writing consultants were selected to help in two areas, the subject area under consideration and career development. The committee received in-service on developing subject objectives and career development objectives. Local personnel presented the curriculum format, local education goals, and reviewed the career education model. The committee then developed subject goals and objectives and wrote the guides. The committees met three days for the first session and two days for the second session. During the interval between sessions committee members reviewed and refined their work with their colleagues to obtain reaction. Consultants returned for the final session to review previous work and offer help as needed by the committee. The committee then had a final two day session to refine and complete their assigned tasks. The committees received a total of nine days release time to accomplish the curriculum review procedure. The guides were then printed to be distributed. Teachers who reviewed and revised the previous tentative guides started to work with a two day workshop and review and completed this work after school closed for the year. These teachers received a stipend for the five extra days work. Teachers had substitutes for the released time they were away from their classes.

N. The school division will broaden student opportunities for "beyond-the-school-walls" educational experiences including community college credit work.

Opportunities were broadened and this objective was reached by the end of the term. Pupils participated in the work-experience program, vocational coop programs and other activities which involved them in activities outside the school such as fairs, projects, and others. Arrangements were made with the community college for students to take courses at their institution and receive duel credit.

O. A comprehensive in-service program will be provided to develop guidance counselor and teacher awareness and skills that will assist in implementing a total career education program.

Several in-service activities were completed to carry out this objective. All new personnel in the system were involved in a half-day in-service activity to acquaint them with career education concepts. This included materials both local and commercial. They also introduced to the Career Education program in Bedford County and help available to teachers in carrying out this program.

All administrative and instructional staff participated in a business-industry career trip to local establishments in Bedford, Lynchburg, and Roanoke. Each person had an opportunity to visit two sites where site personnel

acquainted them with their requirements for employment and the types of work involved in their establishment. Individual school faculties were assigned to sites so that each school staff covered all the different types of opportunities available in this area for their pupils. The sites very willingly complied with our requests for visits and provided their personnel to acquaint teachers with opportunities and let them know what they expected of workers in their area. Response to this activity for the most was very positive. Teachers felt that the day was worthwhile and well spent. The biggest single objection was the time of the year which was during teacher preschool work days. Teachers suggested that it would have been better to have an activity such as this later in the year after school was under way.

Selected elementary teachers received two day in-service workshop on improving self-concepts of children and sex-role stereo typing. As a part of this in-service they produced activities list for other teachers on methods for improving pupils self-concepts and awareness. Two teachers from each school participated on release time and in turn shared their experiences with their faculties when they returned to class. The days were scheduled a month apart to give teachers an opportunity to locate materials and read the book, Self Concept and School Achievement by William W. Purkey. Each teacher was assigned a chapter and located materials and produced something to demonstrate self-concept activities.

Selected secondary teachers received a released time half-day workshop on; The Classroom Teacher and Placement, Tips on Teaching Decision Making, and Inter-Disciplinary Planning. These workshops were conducted at each secondary school with two groups of teachers; a morning group and an afternoon group. Teachers were chosen by the school principal to represent the various departments. Each of these teachers took the information they received back to their departmental meetings to use in planning for these three areas in their future plans. This workshop seemed to provide teachers with information they needed to strengthen this program. Teacher response to this activity overall was positive. The only real criticism was that the workshops were rushed and too short which was recognized by the program designers before the workshop began. Each of these sessions included a portion on sex role stereotyping.

Guidance personnel received in-service throughout the year. The first meeting was devoted to placement and working on the placement plan for the entire county. This produced the final placement model.

The second workshop was on using career resource centers and working out orientation plans for pupils using the school resource center. The third in-service was on testing and evaluating for career choices. The final in-service was on peer group counceling and tips on working with the gifted and talented in career planning and their program. Guidance personnel also had a session on avoiding sex-role stereotyping.

In addition to the above, all personnel working on curriculum development received in-service on curriculum planning, developing goals, and objectives, career development and a review of career education concepts.

All personnel of the division received some type of in-service through project activities which helped to clarify and strengthen the career education program.

P. Bedford County guidance personnel will develop the capability to serve with other educational personnel as liaison between the school and the business-industry-labor community.

Discussions were held and activities conducted with guidance people to accomplish this objective. Most of the objectives and goals were met. The placement model contains procedures for guidance people to follow in dealing with the community. Guidance people also received some hlep in this area from in-service activities. Resource speaker lists and field trip lists were developed and distributed to all instructional personnel. These were later included in the Career Education Handbook as a reference. The Business-Industry Career trip also helped to accomplish this objective.

Q. Bedford County guidance personnel will acquire the "know-how" to participate in part-time job placement and follow-up studies of former students.

Guidance personnel participated in a one day in-service workshop on placement and follow-up. During this workshop a county-wide plan was developed which was later approved by the administration. This plan was implemented and followed this spring. Guidance personnel also workded together and developed a county wide follow-up plan and used to follow-up on graduating seniors and pupils who left school.

R. Teachers will make increased use of personnel from the business-industry-labor community and other agencies as educational resource persons in the division-wide total instructional program.

Many activities were used to accomplish this objective. Parents and others from business and industry have served as resource people to individual classes, participated as speakers for career exploration days, and volunteered help in many ways. Local businesses also participated by having teachers visit their facilities and by explaining what they required of a person employed by them. Twenty two businesses each took two groups of teachers on a tour of their operations. Several pupil career trips have been held which included career as well as other topics. To aid teachers with this objective an updated directory of resource people was prepared and distributed. During this year 513 community resource people made 762 presentations. This was an increase of 200 over the 313 used in 1975-76 who made 313 presentations. Pupils in the division made 483 field trips all of which included careers as a part of the trip.

S. Teachers will develop the capability to integrate, to the fullest extent possible, the programatic assumptions of career education into their instructional activities and teacher-pupil relationship.

Many activities were conducted to accomplish this objective. Career education personnel met with individual school faculties to explain the program for this year. Additional mini-courses were developed and explained to teachers to help them expand their activities. In-service on values clarification was conducted with several teachers. Plans for finalizing curriculum guides have been developed. A target completion date for some of the guides is in the spring. A one day orientation program for teachers new to the system was presented by project personnel with follow-up visits to help them get started. Teachers involved in the self-concept workshop prepared activities on self-concepts for other teachers to use. All curriculum development committees included Career Education in the guides they developed. All in-service activities were designed to enable teachers to develop this capability.

T. Teachers will be prepared to infuse, through the proper educational technology, career education concepts into the total curriculum.

Work was carried forward on this objective and completed in several areas by the end of the term. Five curriculum areas were completed by the June target date. All inservice activities were designed to aid accomplishing this objective.

U. Teachers will be prepared to develop instructional materials that make all subject matter more meaningful and relevant in relation to a career education thrust, as part of a division-wide effort.

This objective was partially accomplished at this time. A descriptive list of all career education materials was prepared and distributed to all teachers. Project personnel also worked with individual teachers on preparation and use of materials. In-service in this area was conducted for selected groups of teachers. Also, teachers were involved in developing curriculum guides. Guides remain to be developed in the area of science and music.

V. Parents, the business-industry-labor community and other agencies will assist in developing and implementing a comprehensive career education program in the Bedford County Public Schools.

The school division has received help in many different areas from parents and ~~the~~ business-industry in implementing the career education program. Numerous resource people have helped in individual classes to explain work and their jobs. Several employers have sent representatives to help with career days. Local business-industry accepted groups of teachers to explain their business and have them tour their facilities. Pupils have made career trips to view jobs first hand as well as other facets of their trips. Local business-industry-professionals have participated in the work experience program by providing opportunities for pupils in the program. The project also had an advisory committee to aid in various project activities. The division is also working in cooperation with the Lynchburg Guidance Association and Central Virginia Community College to arrange a Career Day for Tenth Grade Students. This is an activity in which Lynchburg area businesses present a program for these pupils on job possibilities and requirements. The local Chamber of Commerce presented materials and helped locate sponsors. The departments of the local government have cooperated by accepting pupils and providing resource speakers for classes. The community has been cooperative and favorable to developing this program.

W. Parents will be helped to recognize that their attitudes toward work and toward education act as powerful influences on the career development of their children.

The Coordinator of Group Guidance and Community Involvement presented to several groups of parents in working toward this objective. Additional parent mini-courses were prepared and other activities in this area were completed. Unusual weather conditions in our area delayed activities and reduced the possibility of reaching this objective as fully as was anticipated. However, several parents did receive help with recognizing that their attitude toward work and education act as an influence in the career development of their children. Local guidance departments worked with several parents in accomplishing this objective. This was the last successful of all the objectives in meeting full implementation.

## Process Objectives

The superintendent issued a directive in August to all school principals to update their plan for implementation of career education within their schools. These plans were received and reviewed and most schools successfully carried out their plans.

Project personnel were assigned their duties for the school year in July. They were briefed on the project and assigned the proposal to read.

The superintendent met with the administrative staff in July to review the goals and objectives for Career Education for the school year. The proposal was also reviewed and each principal given a copy for his school.

In August this project was selected as a site for the national evaluation. This served as the third party evaluation.

The Supervisor of Career Education met with representatives of the guidance departments and principals to establish the continuing priorities for the expansion of the student career centers. Additional materials needed were discussed. The schedule for ordering materials was agreed upon and materials ordered.

The Supervisor of Career Education reviewed the career education plan for each school with the principal.

A career education orientation program was presented to all new school division employees. Project personnel and other members of the division staff conducted this program.

The radio programs did not materialize and this objective was met because the radio station was unable to make the time.

The Virginia Polytechnic Institute and State University was contacted in August to provide consultant service on a stand-by basis. An agreement was reached and this university provided assistance as needed.

On August 26 a teacher in-service orientation day to area businesses was conducted to acquaint instructional staff with local work operations. This day was very successful with approximately 550 instructional personnel each going on two tours of area businesses. Employing organizations took two tour groups of approximately twenty-five people in a group on two-hour tours and explained the jobs they had in their organization. The tours were scheduled in such a way that each school faculty toured employing agencies serving their area of the county.

The project director met with the state supervisor of career education to explain the project and discuss planned activities.

The Supervisor of Career Education met with the Advisory Committee to explain the program for the year. The meeting schedule was established for the year.

By the middle of September the Vocational Guidance Counselor had contacted all secondary schools and explained his program to the guidance departments and administration. This was followed up by other activities.

The work experience coordinator met with all the secondary schools to explain his program. He also set his schedule and arranged time with the guidance departments to meet with pupils.

The Director of Instruction held a planning meeting with the supervisory and administrative staff to plan and coordinate the career education program.

All secondary and elementary librarians were briefed on career education materials available from the central office and on how to order those they needed. They also participated in a fair showing the materials.

A meeting was held with state department personnel to plan for the local drive-in conference. The state supervisor agreed to take part and present state plans for career education.

Registration for the class was not held until November due to the delay in working out details with VPI. However, the course was offered but failed to materialize.

Work on the career education handbook fell behind schedule, but was available for use by second semester. Several things caused delay, but it was produced in time to be useful.

Invitations were extended to surrounding school divisions, local colleges and community colleges to a drive-in conference on career education. Responses to the invitations were very good, but weather forced postponement of the conference, which ~~will be~~ rescheduled in the spring.

The project secretary has set up records to keep the project financial status. She gives the project director a quarterly report on financial status to monitor the project.

The vocational guidance counselor had records on vocational students updated and on file in his office by October.

The coordinator of group guidance and community involvement had conducted two parent mini courses by November 1.

In September, an allotment was made to each school to purchase materials to help them carry out their school plan.

The coordinator of group guidance had developed six mini-courses by November. These mini-courses are listed under objective No. 1. The mini-courses previously written were updated with current information.

The drive-in conference was scheduled and plans were completed by the target date, however, weather forced postponement. This conference was held in early spring.

The Supervisor of Career Education visited each school site to evaluate progress of the program. Most sites have been visited more than once.

The project director had reviewed most materials and had an inventory in early fall. The inventory was used to make a catalog of all materials and made available to the instructional staff.

In-service for staff development was conducted through faculty meetings at the schools. More intensive staff development is planned early in the second semester.

The project director has briefed the Director of Instruction and the Superintendent of Schools on the progress of the project.

A special in-service workshop for guidance counselors featuring placement of students was held on November 4. This featured placement and career development. The county placement plan was put in final form and presented to the administration staff.

Invitation to visit was extended to all school divisions in the state. Several visitors viewed the project.

The project director held periodic meetings with the project staff to review progress and evaluate progress of the project. These meetings were to keep everyone aware of progress being made or problems that needed to be solved.

The Group Guidance Coordinator presented several mini-courses or programs in each high school. The coordinator worked very closely with guidance departments and teachers in getting mini-courses to teachers and keeping them supplied with other materials.

The Work Experience Coordinator reported progress on his activities to the Supervisor of Career Education. He reported on how placing pupils on work experience was progressing and activities at various sites.

The semi-annual report listing problems and accomplishments was developed and submitted on time.

Periodic meetings were held with the evaluators to plan and carry out evaluation activities. Most evaluation activities were accomplished on time and with few problems.

The career education conference was not held at Virginia Polytechnic Institute but project personnel and guidance personnel attended the Virginia Personnel and Guidance Conference at VPI. The theme of this conference was career education. Bedford participated as a presentor on Elementary Career Education.

The extended Work Experience plan was developed but was not implimented due to the school calendar being rearranged due to the severe winter. Many school division activities were thrown behind and it was felt that to insure success of this type of new program it would be better to postpone starting until a more favorable time.

Staff meetings featuring the implications of career education were conducted at all schools by project personnel and members who participated in in-service activities. These were meeting to brief individual school staffs on what the project was typing to accomplish.

County-wide workshops on various topics relating to career education were held with representatives from each school. The workshops were on curriculum development, self concept, placement, decision-making, and inter-disciplinary

planning.

The spring testing program was complted on schedule and forwarded to the evaluator. The only problem encountered was the length of time needed for testing.

By May all staff development and in-service activities were completed with all schools. These activities for the most part were successful.

The Director of Instruction held a meeting with his staff and the career education staff to evaluate the programs effectiveness. It was felt that the program had been effective.

The coordinator of Group Guidance updated and prepared a list of resource people and field trips to be used by teachers. This list was reproduced and distributed to the schools.

All project staff reported their yearly activities to the Supervisor of Career Education by June 30. All staff members had put their activities in order and these were forwarded to the evaluator.

11. Evaluation - This project was selected as one of the fifteen national career education evaluation sites. Career Education is a part of the effort to improve the overall program of this division. For the fourth consecutive year the pupils in the Bedford County Public Schools have shown an increase in achievement test schools. (See discussion under objectives)

Evaluation of in-service activities as they were completed would appear to indicate that most of the participants felt they were worthwhile and were satisfied.

Additional information will be forwarded when the evaluation report is received from the evaluators.

12. Anticipated Changes and/or Problems. There were few problems in implementing the project. However, there was one objective which was not met. The radio station was unable to air additional programs due to its schedule. It has a full schedule of public service programs and was not able to air more at this time. However, the station gave publicity to the project.

There were not enough participants to fill the formal in-service classes and they had to be canceled. This can be accounted for by the expense of travel and the time they were to be offered. The in-service objectives were met by the project by the end of the year and the amount of inservice needed was met.

Weather was a problem in accomplishing several planned activities. Unusual amounts of cold weather caused the closing of schools more than usual and schedules had to be readjusted. The weather also caused the postponement of several project activities. These were completed by the end of the project.

The division was unable to meet objective L. The class for selected disadvantaged students at the ninth and tenth grade levels was dropped due to personnel problems. The class required a teacher with a vocational background.

The teacher scheduled to teach this course resigned late in the summer and the division was unable to replace him with a suitable teacher at that late date. This forced a reluctant decision to cancel the class. However, the class is in the local budget with plans to resume it in the near future.

Other than delays caused by the weather, most objectives were met by the project closing date.

13. Dissemination Activities: Several dissemination activities were conducted by project personnel and numerous requests for information and materials were answered.

The drive-in conference was planned in the fall, but was postponed due to weather. This conference was conducted in the spring by the school division staff. All neighboring school divisions and colleges were invited to send representatives to the Career Education Drive-in Conference at the Peaks of Otter Lodge on March 31. Fourteen school divisions and four area colleges sent representatives to the conference. The program was conducted in a large group for background information on the project and an overview of Career Education and a presentation on the State plan for career education. The group then broke up into three smaller groups for sessions on:

1. Secondary Mini Courses and Career Resource Centers

2. Career Education in the Elementary School, and

3. Work Experience Program and Job Placement Model.

After lunch the group reassembled into a large group for a presentation on Sex Role Stereotyping by Dr. Anita Webb from VPI. The group then broke up into small groups for repeat of the morning topics and participants took different groups from the morning session.

The Supervisor of Career Education presented the project to classes at three colleges: University of Virginia, Virginia Polytechnic Institute, and Lynchburg College. He also conducted an in-service day for York County and Amelia County, Virginia on Career Education and other divisions have requested in-service in the fall.

The Work Experience Coordinator and Coordinator of Group Guidance presented a program on Implementation of Career Education for a group of students, parents, and teachers at Dunbar Middle School in Lynchburg.

The vocational guidance counselor has presented the placement model, by invitation, to classes at VPI and University of Virginia.

All project personnel have escorted visitors around the county and explained various activities to help them understand career education. In addition to the drive-in participants, six school divisions sent their personnel to view and discuss the project.

Project personnel presented to the elementary section of the Virginia Guidance Association state convention on career education. It was decided due to the numbers on hand and printing expense to use the previous brochure with an insert to update it. The material would have been similar except for the update on the insert.

In addition to the above, all requests for materials were honored and numberous packages of materials were sent throughout the state and to persons outside the state. All participants in the drive-in conference received sets of the materials developed up to the date of the conference.

Copies of all materials were shared with the State Department of Education for their reference files.

14. Special Activities:

All materials ordered are previewed with the idea of sex fairness. We developed a form which is to be used by teachers and others to evaluate materials as to sex fairness and race fairness. All materials purchased met the above criteria.

Project activities included discussions on sex role stereotyping as an informal awareness activity and teachers were encouraged to be aware of this problem in working with their classes.

Special education classes and teachers are included in the program. Materials and activities that are developed are shared with special education teachers and help is provided so that they can incorporate these into their curriculum. Material relating to the handicapped were purchased to help parents of these children.

The career education personnel worked with the gifted and talented program by providing assistance as requested. Many of the pupils in the work experience program were children identified as gifted and talented. Special field trips were also planned for these groups and these included career awareness as well as opportunities to view other activities in which they were enjoyed.

Report Abstract

1. Project No. 554AH60387 2. Grant No. 300 760 336 CAN 200 6606 3. Final Report

4. Project Title: The Incremental Improvement of a Division Wide Career Education Program

5. Period Covered by this Report: July 1, 1976 to June 30, 1977

6. Category of Project: Incremental

7. Project Director: Charles A. Patsell

8. Grantee: Bedford County Public Schools
310 South Bridge Street
Box 748
Bedford, Virginia 24523 Telephone (703) 586-1045

The major objective of this project was to refine the design and further implement the model Career Education K-12 Curriculum. To accomplish this objective curriculum committees in five areas were selected and given released time to receive in-service help and write their guides. Guides were completed in five areas; Art, Language Arts, Mathematics, Physical Education, and Social Studies. The guides all had career education woven through the guides K-12. The committees received help on selecting goals and objectives in both subject area and career development.

Additional mini-courses were prepared for pupil use and counselor/teacher use. These mini-courses are short units designed to help students with various types of situations and teachers in working with career education in their programs. The mini-courses were Watch These Schemes and Aids for Studying for pupil use. Those produced for teachers and counselors were:

Resource People and Field Trips
How to Prepare for Career Trips
Utilization of Guest Speakers
Values Clarification
Career Education for Gifted and Talented Students
Introduction to the Fifteen Career Clusters
Using the School Career Resource Center
Ideas for Enhancing the Self Concept of Elementary School Children

Several of these units were adapted along with other materials into a Career Education Handbook. This handbook was produced and distributed to all instructional personnel to provide them with a quick reference in their work towards a comprehensive program.

Teachers and other personnel received in-service designed to help them implement the parts of the career education model they would be working with. Teacher in-service was designed around the key teacher concept to reach all teaching personnel. Key teachers from each elementary school and from secondary departments were selected to receive in-service on various topics. These teachers then returned to their individual faculties or departments and shared the material with their colleagues so that the ideas could be put in practice. Teachers were also provided an opportunity to visit local business and industry to see and hear first hand about work in this area.

Guidance personnel received in-service on their roles in career education. These were guidance's role with classroom teachers. They also received help on placement and career counseling and how to operate a career resource center.

All activities were designed to help teachers help their pupils with self-awareness and career awareness. Activities for secondary pupils were designed to aid these pupils with career preparation and to teach them decision-making skills.

The project staff and guidance personnel developed and implemented a Plan for Job Placement. This plan has two components career counseling and job placement. The plan for career counseling contains steps to be followed in the regular classrrom to aid pupils with career planning and guidance functions to be followed. The job placement phase set up procedures to help students with job placement.

All activities were shared with special education students and gifted and talented. Many activities were devoted to making school personnel aware of sex role stereotyping.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

## PARTICIPANT SUMMARY

*NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.*

FORM APPROVED
OMB NO. 51-R1187

| NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE | RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income) | | | | | | OF THE TOTAL (column (6)) NUMBER WHO ARE | | | OF THE TOTAL (column (6)) NUMBER WHO ARE | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | AMERICAN INDIAN OR ALASKAN NATIVE (1) | ASIAN OR PACIFIC ISLANDER (2) | BLACK/ NEGRO (3) | CAUCASIAN/ WHITE (4) | HISPANIC (5) | TOTAL (sum of columns (1) through (5)) (6) | HANDICAPPED (7) | GIFTED AND TALENTED (8) | LOW INCOME (9) | MALE (10) | FEMALE (11) |
| STUDENTS | | | | | | | | | | | |
| ELEMENTARY (K-6) | 0 | 0 | 708 | 3340 | 0 | 4048 | 178 | 364 | 1156 | 2025 | 2023 |
| MIDDLE/JUNIOR HIGH (7-9) | 0 | 0 | 416 | 1683 | 0 | 2099 | 101 | 218 | 456 | 1049 | 1050 |
| SENIOR HIGH (10-12) | 0 | 0 | 352 | 1408 | 0 | 1706 | 43 | 185 | 275 | 900 | 860 |
| 2-YEAR COLLEGE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| 4-YEAR COLLEGE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| ADULTS (non-matriculated) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| SUB-TOTAL | 0 | 0 | 1476 | 6431 | 0 | 7907 | 322 | 767 | 1887 | 3974 | 3933 |
| EDUCATIONAL PERSONNEL | | | | | | | | | | | |
| TEACHERS | 0 | 0 | 48 | 406 | 0 | 454 | | | | 125 | 329 |
| COUNSELORS | 0 | 0 | 1 | 10 | 0 | 11 | | | | 5 | 6 |
| ADMINISTRATORS | 0 | 0 | 2 | 38 | 0 | 40 | | | | 35 | 5 |
| MEMBERS OF THE BUSINESS/ LABOR/ INDUSTRY COMMUNITY | 4 | 1 | 14 | 247 | 0 | 266 | | | | | |
| PARENTS | 3 | 1 | 11 | 246 | | 261 | | | | | |
| OTHER (specify) | | | | | | | | | | | |
| TOTAL | 7 | 2 | 1552 | 7378 | 0 | 8939 | | | | | |

OE FORM 467, 2/76

OMB NO. 80-R0180

# FINANCIAL STATUS REPORT

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT: U.S. Office of Education-Office of Career Education

2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.: 300 760 336 G00 200 6606

3. NAME AND ADDRESS OF GRANTEE ORGANIZATION:
Bedford County Public Schools
Box 748
Bedford, Virginia 24523

4. EMPLOYER IDENTIFICATION NO.: 54-600 1143

5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.:

6. FINAL REPORT: [X] YES [ ] NO

7. BASIS OF REPORT: [ ] CASH [X] ACCRUED EXPENDITURES

8. PROJECT PERIOD (Month, Day, Year): FROM 7 1 76 TO 6 30 77

9. REPORT PERIOD (Month, Day, Year): FROM 1 1 77 TO 6 30 77

| 10. STATUS OF FUNDS | PROGRAMS - FUNCTIONS - ACTIVITIES (1) Personnel | (2) Fixed Charges | (3) Travel | (4) Equipment | (5) Supplies | (6) In-service etc | TOTAL |
|---|---|---|---|---|---|---|---|
| a. Total outlays previously reported | 31,803.20 | 4,263.91 | 300.13 | 1,568.00 | 5,348.06 | 4,500 | 47,783.30 |
| b. Total program outlays this period | 26,421.00 | 2,410.32 | 2,016.97 | 0 | 15,132.06 | 4,675.90 | 62,216.70 |
| c. LESS: Program income credits | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| d. Net program outlays this period | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| e. Total program outlays to date | 58,224.20 | 6,674.23 | 2,317.10 | 1,568.00 | 20,480.12 | 9,175.90 | 110,000.00 |
| f. LESS: Non-Federal share of program outlays | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| g. Total Federal share of program outlays | 58,224.20 | 6,674.23 | 2,317.10 | 1,568.00 | 20,480.12 | 9,175.90 | 110,000.00 |
| h. Total unpaid obligations | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| i. LESS: Non-Federal share of unpaid obligations | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| j. Federal share of unpaid obligations | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| k. Total Federal share of outlays and unpaid obligations | 58,224.20 | 6,674.23 | 2,317.10 | 1,568.00 | 20,480.12 | 9,175.90 | 110,000.00 |
| l. Total Federal funds authorized | 60,037.00 | 6,316.00 | 3,000.00 | 1,500.00 | 18,647.00 | 7,000.00 | 110,000.00 |
| m. Unobligated balance of Federal funds | 1,812.80 | -358.23 | 682.90 | - 68.00 | -1,833.12 | -2,175.90 | 0 |

11. INDIRECT EXPENSE: a. TYPE OF RATE (Mark box)
[ ] PROVISIONAL [ ] FINAL
[ ] PREDETERMINED [ ] FIXED

b. RATE:

c. BASE:

d. TOTAL AMOUNT:

e. FEDERAL SHARE:

12. REMARKS (Attach additional sheets if necessary)

13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents.

NAME AND TITLE: Charles A. Patsell
Supervisor of Career Education

TELEPHONE: AREA CODE 703 NUMBER 586-1045 EXT.

SIGNATURE OF AUTHORIZED OFFICIAL: Charles A. Patsell

DATE REPORT IS SUBMITTED: 9-30-77

HEW-601T

Continuation

OMB NO. 80-R0180

# FINANCIAL STATUS REPORT

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT: U.S. Office of Education-Office of Career Education

2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.: 300 760 336 Goo 2006606

3. NAME AND ADDRESS OF GRANTEE ORGANIZATION:
Bedford County Public Schools
Box 748
Bedford, Virginia 24523

4. EMPLOYER IDENTIFICATION NO.: 54-600 1143

5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.:

6. FINAL REPORT: [X] YES [ ] NO

7. BASIS OF REPORT: [ ] CASH [X] ACCRUED EXPENDITURES

8. PROJECT PERIOD (Month, Day, Year): FROM 7 1 76 TO 6 30 77

9. REPORT PERIOD (Month, Day, Year): FROM 1 1 77 TO 6 30 77

| 10. STATUS OF FUNDS | PROGRAMS - FUNCTIONS - ACTIVITIES (1) Release time substitute | (2) Contractual | (3) | (4) | (5) | (6) | TOTAL This page |
|---|---|---|---|---|---|---|---|
| a. Total outlays previously reported | 0 | 0 | | | | | 0 |
| b. Total program outlays this period | 5,373.75 | 6,186.70 | | | | | 11,560.45 |
| c. LESS: Program income credits | 0 | 0 | | | | | 0 |
| d. Net program outlays this period | 5,373.75 | 6,186.70 | | | | | 11,560.45 |
| e. Total program outlays to date | 5,373.75 | 6,186.70 | | | | | 11,560.45 |
| f. LESS: Non-Federal share of program outlays | 0 | 0 | | | | | 0 |
| g. Total Federal share of program outlays | 5,373.75 | 6,186.70 | | | | | 11,560.45 |
| h. Total unpaid obligations | 0 | 0 | | | | | 0 |
| i. LESS: Non-Federal share of unpaid obligations | 0 | 0 | | | | | 0 |
| j. Federal share of unpaid obligations | 0 | 0 | | | | | 0 |
| k. Total Federal share of outlays and unpaid obligations | 5,373.75 | 6,186.70 | | | | | 11,560.45 |
| l. Total Federal funds authorized | 6,000.00 | 7,500.00 | | | | | 13,500.00 |
| m. Unobligated balance of Federal funds | 626.25 | 1,313.30 | | | | | 1,939.55 |

11. INDIRECT EXPENSE: a. TYPE OF RATE (Mark box)
[ ] PROVISIONAL [ ] FINAL
[ ] PREDETERMINED [ ] FIXED

b. RATE

c. BASE

d. TOTAL AMOUNT 24

e. FEDERAL SHARE

12. REMARKS (Attach additional sheets if necessary)

13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents.

NAME AND TITLE: Charles A. Patsell
Supervisor of Career Ed.

TELEPHONE: AREA CODE 703 NUMBER 586-1045 EXT.

SIGNATURE OF AUTHORIZED OFFICIAL

DATE REPORT IS SUBMITTED: 25

OMB NO. 80-R0181

| REQUEST FOR ADVANCE OR REIMBURSEMENT | 1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT<br>U.S. Office of Education<br>Office of Career Education | 2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.<br>300 760 336<br>CAN 200 6606 |
|---|---|---|

| 3. TYPE OF PAYMENT REQUESTED | | 4. BASIS OF REPORT | 5. PARTIAL PAYMENT REQUEST NO. |
|---|---|---|---|
| a. [ ] ADVANCE<br>[X] REIMBURSEMENT | b. [X] FINAL<br>[ ] PARTIAL | [ ] CASH<br>[X] ACCRUED EXPENDITURES | 3 |

| 6. EMPLOYER IDENTIFICATION NO. | 7. GRANTEE ACCOUNT NO. OR IDENTIFYING NO. | 8. PERIOD COVERED (Month, Day, Year) | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 54-6001143 | | FROM | 4 | 1 | 77 | TO | 6 | 30 | 77 |

| 9. NAME OF GRANTEE ORGANIZATION | 10. NAME OF PAYEE (If different than Item 9) |
|---|---|
| Bedford County Public Schools | |
| STREET NO. AND NAME<br>Box 748 | STREET NO. AND NAME |
| CITY / STATE / ZIP CODE<br>Bedford / Virginia / 24523 | CITY / STATE / ZIP CODE |

11. COMPUTATION OF AMOUNT REQUESTED

| | PROGRAMS - FUNCTIONS - ACTIVITIES (1) Personnel | (2) Fixed Charge | (3) Travel | TOTAL |
|---|---|---|---|---|
| a. Total program outlays to date as of 6-30-77 | $ 58,224.20 | $ 6,674.23 | $ 2,317.10 | $ 110,000.00 |
| b. LESS: Cumulative program income | 0 | 0 | 0 | 0 |
| c. Net program outlays | 58,224.20 | 6,674.23 | 2,317.10 | 110,000.00 |
| d. Estimated net cash outlays for advance period | 0 | 0 | 0 | 0 |
| e. Total of Lines c and d | 58,224.20 | 6,674.23 | 2,317.10 | 110,000.00 |
| f. Non-Federal share of amount on Line e | 0 | 0 | 0 | 0 |
| g. Federal share of amount on Line e | 58,224.20 | 6,674.23 | 2,317.10 | 110,000.00 |
| h. Federal payments previously requested | 42,760.25 | 5,034.61 | 2,108.06 | 76,107.80 |
| i. Federal share now requested | 15,463.95 | 1,639.62 | 209.04 | 33,892.20 |
| j. Minus advance requirements: (1) 1st month | | | | |
| (2) 2nd month | | | | |
| (3) 3rd month | | | | |

12. REMARKS (Attach additional sheets if necessary)

| CITY | STATE | ZIP CODE | CITY | STATE | ZIP CODE |
|---|---|---|---|---|---|
| Bedford | Virginia | 24523 | | | |

11. COMPUTATION OF AMOUNT REQUESTED

| | PROGRAMS - FUNCTIONS - ACTIVITIES (1) Personnel | (2) Fixed Charge | (3) Travel | TOTAL |
|---|---|---|---|---|
| a. Total program outlays to date as of 6-30-77 | $ 58,224.20 | $ 6,674.23 | $ 2,317.10 | $ 110,000.00 |
| b. LESS Cumulative program income | 0 | 0 | 0 | 0 |
| c. Net program outlays | 58,224.20 | 6,674.23 | 2,317.10 | 110,000.00 |
| d. Estimated net cash outlays for advance period | 0 | 0 | 0 | 0 |
| e. Total of Lines c and d | 58,224.20 | 6,674.23 | 2,317.10 | 110,000.00 |
| f. Non-Federal share of amount on Line e | 0 | 0 | 0 | 0 |
| g. Federal share of amount on Line e | 58,224.20 | 6,674.23 | 2,317.10 | 110,000.00 |
| h. Federal payments previously requested | 42,760.25 | 5,034.61 | 2,108.06 | 76,107.80 |
| i. Federal share now requested | 15,463.95 | 1,639.62 | 209.04 | 33,892.20 |
| j. Monthly advance requirements (1) 1st month | | | | |
| (2) 2nd month | | | | |
| (3) 3rd month | | | | |

12. REMARKS (Attach additional sheets if necessary)

13. I certify that to the best of my knowledge and belief the data reported above is correct and that all outlays were made in accordance with grant conditions and that payment is due and has not been previously requested.

| NAME | TITLE | TELEPHONE | | |
|---|---|---|---|---|
| | | AREA CODE | NUMBER | EXTENSION |
| Charles A. Patsell | Supervisor of Career Education | 703 | 586-1045 | |

SIGNATURE OF AUTHORIZED OFFICIAL: Charles A. Patsell

DATE REPORT IS SUBMITTED: 9-30-77.

FOR AGENCY USE ONLY

Continuation

| REQUEST FOR ADVANCE OR REIMBURSEMENT | 1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT | 2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO. |
|---|---|---|
| | Office of Education<br>Office of Career Education | 300 760 336<br>CAN 200 6606 |

| 3. TYPE OF PAYMENT REQUESTED | | 4. BASIS OF REPORT | 5. PARTIAL PAYMENT REQUEST NO. |
|---|---|---|---|
| a. [ ] ADVANCE<br>[X] REIMBURSEMENT | b. [X] FINAL<br>[ ] PARTIAL | [ ] CASH<br>[X] ACCRUED EXPENDITURES | 3 |

| 6. EMPLOYER IDENTIFICATION NO. | 7. GRANTEE ACCOUNT NO. OR IDENTIFYING NO. | 8. PERIOD COVERED (Month, Day, Year) | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | FROM | 4 | 1 | 77 | TO | 6 | 30 | 77 |
| 54-6001143 | | | | | | | | | |

| 9. NAME OF GRANTEE ORGANIZATION | 10. NAME OF PAYEE (If different than Item 9) |
|---|---|
| Bedford County Public School | |
| STREET NO. AND NAME<br>Box 748 | STREET NO. AND NAME |
| CITY / STATE / ZIP CODE<br>Bedford / Virginia / 24523 | CITY / STATE / ZIP CODE |

11. COMPUTATION OF AMOUNT REQUESTED

| | PROGRAMS - FUNCTIONS - ACTIVITIES (1) Equipment | (2) Supplies | (3) In-service etc. | TOTAL This page |
|---|---|---|---|---|
| a. Total program outlays to date as of 6-30-77 | $ 1,568.00 | $ 20,480.12 | $ 9,175.90 | $ 31,224.02 |
| b. LESS Cumulative program income | 0 | 0 | 0 | 0 |
| c. Net program outlays | 1,568.00 | 20,480.12 | 9,175.90 | 31,224.02 |
| d. Estimated net cash outlays for advance period | 0 | 0 | 0 | 0 |
| e. Total of Lines c and d | 1,568.00 | 20,480.12 | 9,175.90 | 31,224.02 |
| f. Non-Federal share of amount on Line e | 0 | 0 | 0 | 0 |
| g. Federal share of amount on Line e | 1,568.00 | 20,480.12 | 9,175.90 | 31,224.02 |
| h. Federal payments previously requested | 1,568.00 | 17,467.84 | 6,089.04 | 25,124.88 |
| i. Federal share now requested | - | 3,012.28 | 3,086.86 | 6,099.14 |
| j. Months advance requirements (1) 1st month | | | | |
| (2) 2nd month | | | | |
| (3) 3rd month | | | | |

12. REMARKS (Attach additional sheets if necessary)

11. COMPUTATION OF AMOUNT REQUESTED

| | PROGRAMS - FUNCTIONS - ACTIVITIES (1) Equipment | (2) Supplies | (3) In-service etc. | TOTAL This page |
|---|---|---|---|---|
| a. Total program outlays to date as of 6-30-77 | $ 1,568.00 | $ 20,480.12 | $ 9,175.90 | $ 31,224.02 |
| b. LESS Cumulative program income | 0 | 0 | 0 | 0 |
| c. Net program outlays | 1,568.00 | 20,480.12 | 9,175.90 | 31,224.02 |
| d. Estimated net cash outlays for advance period | 0 | 0 | 0 | 0 |
| e. Total of Lines c and d | 1,568.00 | 20,480.12 | 9,175.90 | 31,224.02 |
| f. Non-Federal share of amount on Line e | 0 | 0 | 0 | 0 |
| g. Federal share of amount on Line e | 1,568.00 | 20,480.12 | 9,175.90 | 31,224.02 |
| h. Federal payments previously requested | 1,568.00 | 17,467.84 | 6,089.04 | 25,124.88 |
| i. Federal share now requested | - | 3,012.28 | 3,086.86 | 6,099.14 |
| j. Months advance requirements (1) 1st month | | | | |
| (2) 2nd month | | | | |
| (3) 3rd month | | | | |

12. REMARKS (Attach additional sheets if necessary)

13. I certify that to the best of my knowledge and belief the data reported above is correct and that all outlays were made in accordance with grant conditions and that payment is due and has not been previously requested.

| NAME | TITLE | TELEPHONE AREA CODE | NUMBER | EXTENSION |
|---|---|---|---|---|
| Charles A. Patsell | Supervisor of Career Ed. | 703 | 586-1045 | |

SIGNATURE OF AUTHORIZED OFFICIAL — DATE REPORT IS SUBMITTED

FOR AGENCY USE ONLY

Continuation 30 OMB NO. 80-R0183

| REQUEST FOR ADVANCE OR REIMBURSEMENT | 1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT: U.S. Office of Education, Office of Career Education | 2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.: 300 760 336, CAN 200 6606 |
|---|---|---|

| 3. TYPE OF PAYMENT REQUESTED | | 4. BASIS OF REPORT | 5. PARTIAL PAYMENT REQUEST NO. |
|---|---|---|---|
| a. [ ] ADVANCE<br>[X] REIMBURSEMENT | b. [X] FINAL<br>[ ] PARTIAL | [ ] CASH<br>[X] ACCRUED EXPENDITURES | 3 |

| 6. EMPLOYER IDENTIFICATION NO. | 7. GRANTEE ACCOUNT NO. OR IDENTIFYING NO. | 8. PERIOD COVERED (Month, Day, Year) |
|---|---|---|
| 54-6001143 | | FROM 4 1 77 TO 6 30 77 |

| 9. NAME OF GRANTEE ORGANIZATION | 10. NAME OF PAYEE (If different than Item 9) |
|---|---|
| Bedford County Public Schools | |
| STREET NO. AND NAME: Box 748 | STREET NO. AND NAME: |
| CITY: Bedford STATE: Virginia ZIP CODE: 24523 | CITY STATE ZIP CODE |

11. COMPUTATION OF AMOUNT REQUESTED

| | PROGRAMS - FUNCTIONS - ACTIVITIES (1) Released time substitute | (2) Contractual | (3) | TOTAL This page |
|---|---|---|---|---|
| a. Total program outlays to date as of 6-30-77 | $ 5,373.75 | $ 6,186.70 | $ | $ 11,560.45 |
| b. LESS: Cumulative program income | 0 | 0 | | 0 |
| c. Net program outlays | 5,373.75 | 6,186.70 | | 11,560.45 |
| d. Estimated net cash outlays for advance period | 0 | 0 | | 0 |
| e. Total of Lines c and d | 5,373.75 | 6,186.70 | | 11,560.45 |
| f. Non-Federal share of amount on Line e | 0 | 0 | | 0 |
| g. Federal share of amount on Line e | 5,373.75 | 6,186.70 | | 11,560.45 |
| h. Federal payments previously requested | 1,080.00 | 0 | | 1,080.00 |
| i. Federal share now requested | 4,293.75 | 6,186.70 | | 10,480.45 |
| j. Monthly advance requirements. (1) 1st month | | | | |
| (2) 2nd month | | | | |
| (3) 3rd month | | | | |

12. REMARKS (Attach additional sheets if necessary)

Bedford Virginia 24523

11. COMPUTATION OF AMOUNT REQUESTED

| | PROGRAMS - FUNCTIONS - ACTIVITIES (1) Released time substitute | (2) Contractual | (3) | TOTAL This page |
|---|---|---|---|---|
| a. Total program outlays to date as of 6-30-77 | $ 5,373.75 | $ 6,186.70 | $ | $ 11,560.45 |
| b. LESS: Cumulative program income | 0 | 0 | | 0 |
| c. Net program outlays | 5,373.75 | 6,186.70 | | 11,560.45 |
| d. Estimated net cash outlays for advance period | 0 | 0 | | 0 |
| e. Total of Lines c and d | 5,373.75 | 6,186.70 | | 11,560.45 |
| f. Non-Federal share of amount on Line e | 0 | 0 | | 0 |
| g. Federal share of amount on Line e | 5,373.75 | 6,186.70 | | 11,560.45 |
| h. Federal payments previously requested | 1,080.00 | 0 | | 1,080.00 |
| i. Federal share now requested | 4,293.75 | 6,186.70 | | 10,480.45 |
| j. Monthly advance requirements. (1) 1st month | | | | |
| (2) 2nd month | | | | |
| (3) 3rd month | | | | |

12. REMARKS *(Attach additional sheets if necessary)*

13. I certify that to the best of my knowledge and belief the data reported above is correct and that all outlays were made in accordance with grant conditions and that payment is due and has not been previously requested.

| NAME | TITLE | TELEPHONE AREA CODE | NUMBER | EXTENSION |
|---|---|---|---|---|
| Charles A. Patsell | Supervisor of Career Ed. | 703 | 586-1045 | |

SIGNATURE OF AUTHORIZED OFFICIAL

DATE REPORT IS SUBMITTED

FOR AGENCY USE ONLY